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ABSTRACT

The document presents the first of five units on Canada developed for classroom use in American secondary schools. This unit, an overview of Canada, offers a sequence of information sheets for students and class activity suggestions for teachers which use a comparative approach stressing an understanding of Canada from the viewpoints of both Canadians and Americans. The objective is to help students acquire general knowledge and an understanding of Canada and Canadians and to compare the Canadian experience and situation with that of the United States. Time allotment is one to three weeks. Topics covered are the physical regions, political regions, history, culture, and government of Canada. Activity suggestions, one for each topic, include brainstorming, debating, writing paragraphs, mapping, graphing, discussing, making a time line, and listing and comparing. Each activity lists objectives and materials needed, outlines teaching procedure, and offers teacher background information. Reproducible handout sheets are included. Appendices offer an activity about varying points of view of Canada, a Canadian word puzzle, and 23 multiple-choice test questions with an answer key. (CK)

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STUDY CANADA: AN OVERVIEW

Center for Canadian and Canadian/American Studies
Western Washington University

SO 012 562

STUDY CANADA: AN OVERVIEW

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PREFACE

This unit is one of five units on Canada specifically developed for classroom use in American secondary schools. The units represent the combined effort of classroom teachers, representatives of the Office of the Washington State Superintendent of Public Instruction, university educators and social scientists. Each unit represents only a small proportion of the many curricular ideas and instructional practices generated by people in the work sessions and summer institutes during the two year period of development.

The five units emphasize an overview of the Canadian land and its people, and major issues of resources use, international relations, political developments and settlement. Content is organized according to a comparative approach that stresses understanding of Canada from the view points of Canadians and Americans. A comparison of Canada and the United States allows teachers to use some or all of the units in existing school courses. Point of view enables students to obtain a greater awareness of how people view significant North American issues.

We have organized the units into a sequence of information sheets and class activities for teachers. Teachers can follow the units as outlined or adapt them for their own teaching situation. Information sheets which provide a brief account of some aspect of Canada may be used as a basis for teacher presentations, for class discussion or for readings by students. Each activity outlines a set of procedures and helpful notes for teaching.

Teachers are encouraged to reproduce any portion of the units for classroom use. Units are planned for one to three week periods, but may be extended up to five weeks if teachers wish to enrich the content and activities.

Units are designed to complement existing courses such as social studies, contemporary world problems, government, history and geography. We hope the self-contained nature of each unit will aid teachers in implementing the study of Canada.

The contributions of the participating

teachers in researching the information, developing the activities, field testing and revising materials were vital in the process of development. We gratefully acknowledge the contributions of the staff of the Office of the Superintendent of Public Instruction for Washington State and those from the Centre for the Study of Curriculum and Instruction at the University of British Columbia.

The curriculum development was made possible by a grant from the Department of External Affairs through the Canadian Consulate General Office in Seattle.

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September 14, 1979

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VIEWS OF CANADA

Canada is a North American country which has always had strong ties with the United States. This connection is based on similar historical roots and today the two countries are major partners in world trade. Although Canada and the United States have been closely related throughout their histories, the relationship is one of both cooperation and difference. Both countries have cooperated in formulating fishing treaties, constructing the St. Lawrence Seaway and establishing North American military defense systems. A sense of Canadian nationalism, however, has resulted in differing viewpoints. Canadians are expressing strong views on the need for greater control of their own resources. In the mid 1970s the Canadian government began to restrict the flow of oil and natural gas to the United States. This government action along with the continued interaction between Americans and Canadians has heightened American interest in Canada as a world nation.

American views of Canada are colored by a variety of experiences. Often what Americans know of Canada is based more on personal experiences (travel and business connections) and media coverage of major events (e.g. increased prices of oil and gas, Quebec separatism) than on school education. Therefore American views of Canada are varied and often narrow. Some see the Canadian

nation as the same as the U.S. Others view Canada as a barren land of ice and snow. Still others consider Canada as a nation of increasing importance to American life.

This overview is to help you better understand Canada and to appreciate the diverse views of Canadians and the close interdependence between the U.S. and Canada.

ACTIVITY ONE: BRAINSTORM CANADA (one-two lessons)

Objectives:

- To be aware of differing views of Canada
- To examine class knowledge of Canada.

Materials:

- Butcher paper and/or blackboard.

Procedure:

1. List Brainstorm rules on blackboard.
2. Provide introductory comments of Canada. Ask class "What comes to mind when you hear the term 'Canada'?" List student comments exactly as they are given.
3. Individually or in groups, have students cluster brainstormed items into common groupings. For groups establish column on butcher paper.
4. Label each grouping/column in a way that describes the terms listed (e.g. Canadian Economy). Group results can be posted.
5. Debrief class discussion with the following:
   a. What do we (the class) know most about Canada?
   b. Do you think our class has an accurate view of Canada?
   c. Suggest some differences and similarities between Canada and United States.
   d. Why should Americans learn about Canada and her people?
6. Administer pre-test on Canada (Activity C in Appendix) and discuss results with students.
7. Consider Activity A:"Points of View"(Appendix)

Notes for Teaching

Brainstorming allows students to generate ideas about a topic in an open-ended discussion. The rules for students are:

1. Any idea is acceptable.
2. Feel free to combine ideas or to "piggy-back one upon another.
3. Many ideas are important--even if they are incorrect.
4. Speak right up.
5. Do not evaluate any idea--e.g. "That's a good/bad idea."
6. Do not provide explanations or promotions of particular ideas--just state it (them).

When introducing Canada, suggest that individually our views of a country are often colored by personal experiences (e.g. travel, friends, media). Collectively, individual views can contribute to a greater understanding--the purpose of brainstorming.

Questions for debriefing can be written or discussed. Emphasis should be on the various views (similar and different) and how our views are colored by personal experiences.

Pretest is for students to find out what they know. Results should NOT be used as class marks for grades, but rather as a starting point for studying Canada.

THE LAND OF CANADA

In area, Canada is the second largest country in the world. She is larger than the United States by approximately the combined area of Washington, Oregon and Idaho. Yet Canada's population is 24 million, about one-ninth of the U.S. Since most Canadians live within 100 miles of the U.S. border, there are great variations in the density of people. Overall, the density of Canada is six people per square mile. The heavily populated area near the U.S. border is about the same as the American density of 45 persons per square mile.

The provincial density ranges from a high of 51 persons in Prince Edward Island to a low of six persons in British Columbia. For British Columbia this overall density is misleading because most British Columbians live in the southwestern corner of the province, adjacent to the state of Washington.

The way we study the land of a country depends on what we consider important about it. Some geographers study a country's physical features while others are interested in political or economic divisions. If a division is based on some common feature we call it a region. For example, people living in an area designated as a political region share the same government or political outlook.

In studying a vast country like Canada we need to be concerned about the features of particular regions, while obtaining a total picture of Canadian diversity. In Canada this is particularly important because people are separated by long distances, mountain and water barriers. Canada is a country of diverse regions and its people have developed regional points of view.

Major Canadian and U.S. Cities

PHYSICAL REGIONS OF CANADA

The physical regions are based on similarity in land forms and in some cases closely related to provincial boundaries. Six regions are used to describe Canada's vast land area.

The Appalachian Region

The Applachian region of eastern Canada includes the northern Appalachian Mountains which stretch from the Gulf of St. Lawrence to the southern United States. The main features are low rounded mountains separated by valleys, water bodies and lowland plains. Most of the mountains are forested. Fertile lands are concentrated in the lowlands and Prince Edward Island. Along the rocky jagged coastline there are many good harbors for fishing fleets.

The region includes the provinces of Nova Scotia, Prince Edward Island, New Brunswick, the southeastern part of Quebec and the island area of Newfoundland. The economy, which is based on fishing, forestry and agriculture, is similar to the New England states.

St. Lawrence and Great Lakes Lowlands

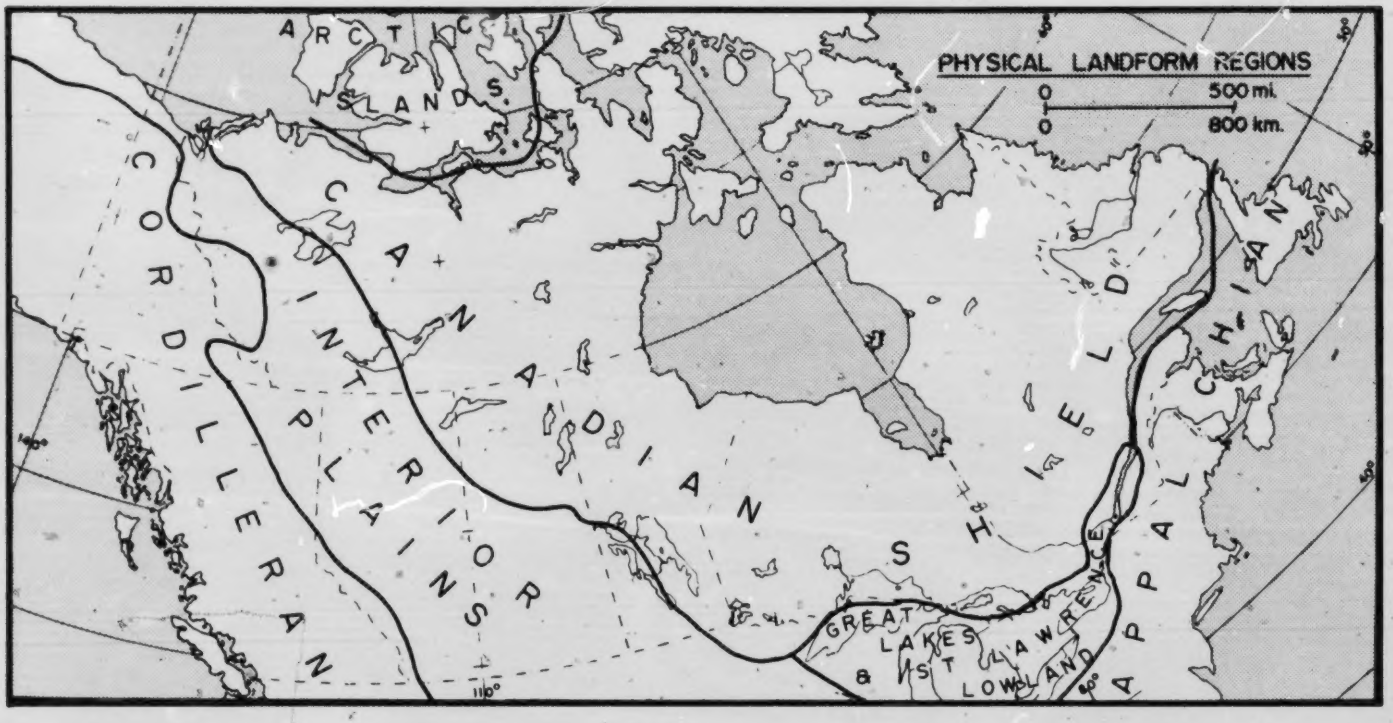
This region is made up of the St. Lawrence river valley in Quebec and Ontario and the lowlands surrounding the five Great Lakes. The lowland area has fertile soil and a moderate climate which permits the growing of corn, tobacco, and tree fruits. Today, an increasing amount of this productive land is being used to house nearly sixty percent of Canada's population and to support three quarters of Canada's manufacturing industry. Montreal and Toronto, Canada's two largest cities, are important transportation and commercial centers for this region. These two metropolitan areas are home for nearly a quarter of all Canadians.

The Canadian Shield

The Canadian Shield is the single largest natural division of Canada, covering almost half the total land area of the nation. It surrounds most of Hudson Bay and extends to the arctic islands. The Canadian Shield is a huge area of Precambrian rock, bush, lakes and rivers. Hydro-electricity, fresh water and forests are viewed as assets by Canadians and Americans. Although lacking in good farm land, the region is rich in minerals, especially the important industrial metals of copper, iron ore, zinc, and nickel. Such deposits make Canada the world's leading producer of nickel, and sixth largest producer of iron ore. The Canadian Shield is also rich in gold and uranium. The Shield covers most of Quebec and northern Ontario, and the Labrador area of Newfoundland. It was a barrier which restricted early westward settlement of Canada.

Interior Plains

The plains are a triangular land form bordered in the north by the Canadian Shield, in the south by the United States and in the west by the Rocky Mountains. The region extends into the U.S. as The Great Plains. The Canadian plains or 'prairies' are a large flat plain sloping downward toward the east. Fertile soil and a short but hot growing season make the region a major world producer of such grains as wheat, oats, barley and rapeseed. An abundant reserve of crude oil and natural gas make the region an important part of North American energy supplies especially in the 1980s. Alberta, Saskatchewan and Manitoba are three provinces located on the Interior Plains.



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Cordillera

The region is a series of north-south mountain ranges and valleys extending northward from the Rockies of Montana to the Yukon. The spectacular mountain ranges of the Rockies, the Coast Mountains and other ranges cover much of northwest Canada and separate British Columbia from the rest of Canada. Canada's highest peak, Mt. Logan at 19,850 feet, is found in this region. Much of the Cordilleran Region is covered with forests of fir, pine, cedar, hemlock and spruce. Only the narrow valleys are suitable for settlement and agriculture. Jagged cliffs carved by glaciers and valley lakes and rivers provide a major tourist attraction. Each year, Americans visit the national parks of Banff and Jasper to enjoy the mountain scenery and recreational attractions.

The Arctic Islands

All the islands off the north coast of Canada are included in this region. The largest of these islands is Baffin Island, which is larger than many of the world's nations. Although this region is remote, it is gaining importance after recent discoveries of large deposits of natural gas, zinc, and lead. With mountainous peaks up to 9,000 feet and some islands supporting permanent ice caps, the islands form one of the most severe environments on the earth. Because of the glaciers, ice caps, remoteness, and harshness the region is perhaps the most fascinating and least known of Canada's six natural divisions.

ACTIVITY TWO: A LOOK AT PHYSICAL CANADA

Objectives:

- To know the major physical regions.
- To realize the economic importance of the regions to Canada and the United States.

Materials:

Maps of physical regions & info. sheets, pp. 4-6.

Procedure:

1. Using the sheets (pg. 4-6) ask students to:
   a. List the six physical regions in order of largest to smallest area. Include for each region a list of the provinces and the economic importance.
   b. Identify those regions which are shared with the United States.
2. Have students provide a prospectus on which region they would select and why for establishing one of the following: a pulp mill; a game fishing camp; a steel mill; and a ski hill. (More than one region is usually possible).
3. Suggest how the present day population of Canada might be distributed if the first settlers had come to the coastal region of British Columbia and the Pacific Northwest. Draw a sketch map showing distribution and give your reasons.
4. Handout word puzzle (see Appendix B) and have students identify as many Canadian terms as possible.

Notes for Teaching

The intent is to have students realize the size and economic importance to North America. The relative area (largest to smallest) is:

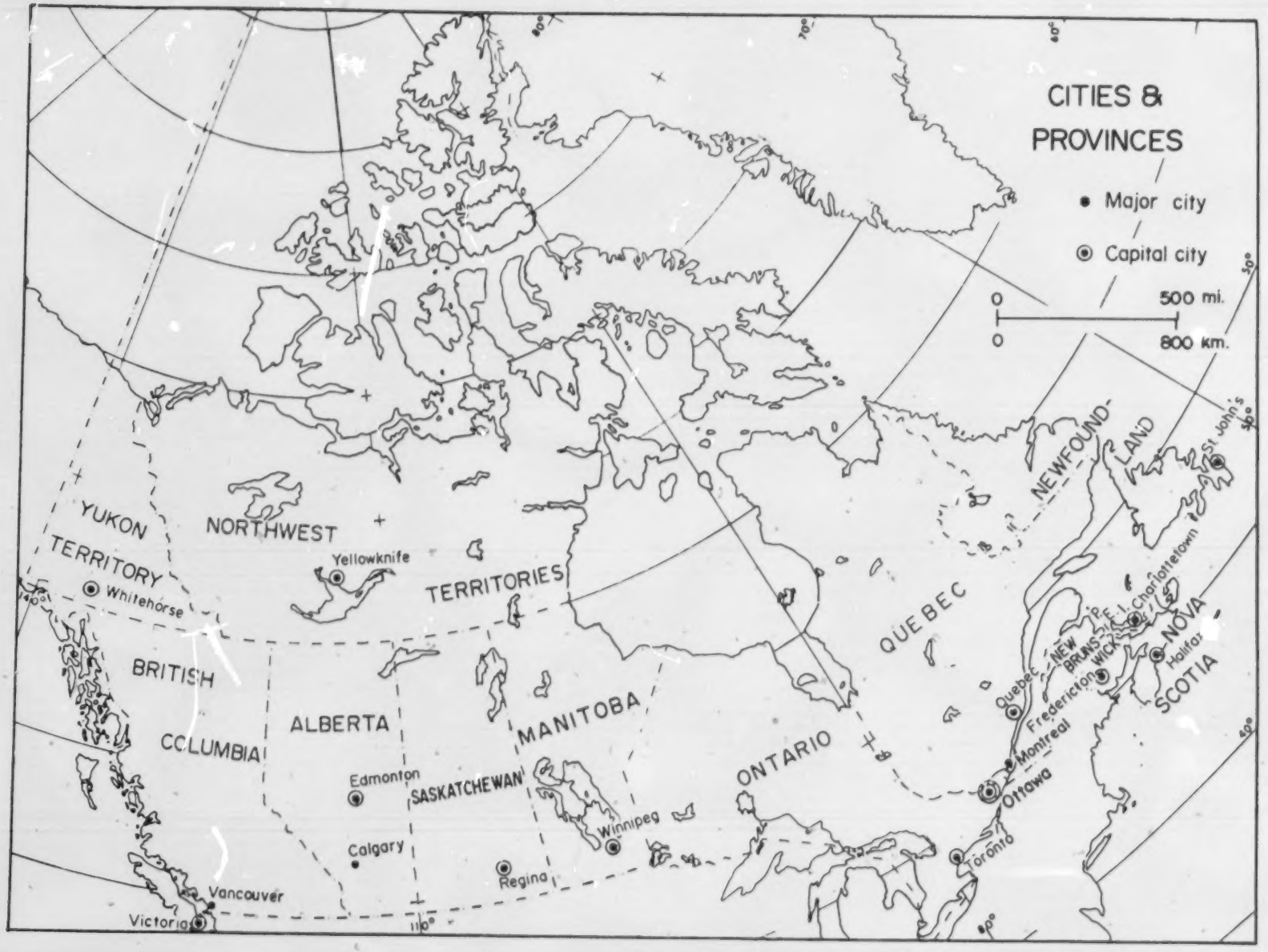
1. Canadian Shield
2. Interior Plains
3. Cordillera
4. Arctic Islands
5. Appalachia
6. Great Lakes-St. Lawrence lowlands

A comparison with U.S. regions can identify similar physical conditions and relation of settlement to physical regions--e.g. most people in both countries live in smaller regions.

Developing a prospectus allows students to pull together what they have read and heard about Canada. Additional references (books and magazines) can be used to learn about Canada and the industry for which they are preparing a prospectus (e.g. skiing).

Showing distribution of population that began in B.C. and the Pacific Northwest is speculative. Since there is no correct answer students should give reasons for the distribution they draw. Some reasons could relate to early arrival of explorers, physical and climatic features and boundaries.

The activity could be used as a review of physical regions after studying A Look at Canada's Past by John Saywell.


CITIES &
PROVINCES
Major city
Capital city
0
0
500 mi.
800 km.
YUKON
TERRITORY
Whitehorse
NORTHWEST
TERRITORIES
Yellowknife
BRITISH
COLUMBIA
Victoria
Vancouver
ALBERTA
Edmonton
Calgary
SASKATCHEWAN
Regina
MANITOBA
Winnipeg
ONTARIO
Toronto
Ottawa
QUEBEC
Montreal
Quebec
NEWFOUND-
LAND
St. John's
NEW
BRUNS-
WICK
Fredericton
P.E.I.
Charlottetown
NOVA
SCOTIA
Halifax
110°
40°
50°
60°
70°

POLITICAL REGIONS OF CANADA

Canada's physical regions are closely related to groupings of provinces. The provinces represent the main political divisions in Canada as do the fifty American states in the U.S. These groupings are based on similarities in the provincial economies, heritage and political outlook. They are, from east to west, the Atlantic provinces, the Central provinces, the Prairies provinces, and British Columbia.

The Atlantic Provinces

The Atlantic provinces are Newfoundland, Nova Scotia, Prince Edward Island and New Brunswick. Responsible for only five percent of the nation's total economic production, they have the lowest standard of living in Canada. Newfoundland, the largest of the four, joined Canada in 1949. Today pulp and paper, hydropower in Labrador and fisheries are increasing in importance. In the 1970s the province gained international attention for the annual hunt of harp seals. St. Johns is the capital of Newfoundland and a major port for fishing for cod and haddock. New Brunswick is heavily forested, making lumbering and pulp and paper industries very important. Its capital city is Fredericton located in the farming area of the Saint John Valley. The province of Nova Scotia is a peninsula of the Appalachian Mountains. Like Newfoundlanders, the lifestyle and views of people from Nova Scotia have been influenced by the historical association with the sea. Increasing purchase of waterfront land by Americans in the 1970s led the provincial government to pass a law restricting foreign purchase of more than ten acres of land without government approval. Halifax is the provincial capital and the leading port in the Atlantic provinces. Prince Edward Island is the smallest province of Canada in area and population. Smaller in size than the Olympic Peninsula of Washington State, the rural economy of the island relies heavily on tourism. This province has passed legislation which hinders "non-islanders" from purchasing land. Its capital is Charlottetown, the city where the Canadian constitution was written in 1867.

The Central Provinces

The Central provinces of Quebec and Ontario are the political and economic center of Canada. Together they account for 80% of Canada's industrial and manufacturing output and 60% of the country's total population. Quebec is Canada's largest province in land area and is second to Ontario in population. French Canadians comprise over 80% of Quebec's population. Montreal, the second largest French-speaking city in the world, is a major port situated on the St. Lawrence River.

Quebec City, also located on the St. Lawrence, is the provincial capital. The city was the site of the first French settlement in North America. The European character and French speaking population make it a center of French culture in Canada. Ontario is the industrial and commercial center of Canada. It has the largest population of all the provinces. Important cities include Ottawa, the national capital and Hamilton, the steel center. Toronto is the largest city in Canada, the provincial capital and the financial and industrial center of the nation. Ontario has a diverse economy which includes heavy industry and manufacturing in the southwest and agriculture in the St. Lawrence lowlands.

The Prairie Provinces

The Prairie provinces are Manitoba, Saskatchewan and Alberta. Once among the most economically depressed areas of Canada, they are now experiencing prosperity. This is due to increased world demand for their wheat, large deposits of natural gas, crude oil and potash. These provinces contain 80% of Canada's farmland and virtually all of Canada's known deposits of fossil fuels. Manitoba, the most easterly Prairie province, has large deposits of copper, lead and zinc, and fertile soil for grain growing. Saskatchewan is a major wheat producing province and contains the world's largest reserves of potash, a major ingredient in fertilizer. Alberta has huge deposits of coal, oil and natural gas. The oil reserves of the Athabasca tar sands are a new source of Canadian petroleum products and will be a major supplier of oil in the 1980s. Greatly increased sales of Alberta oil and gas throughout Canada and to the United States have now made Alberta a wealthy province. Leading Prairie cities include Winnipeg, Regina, Calgary and Edmonton. Winnipeg is the capital of Manitoba and is the hub of east-west rail and road transportation. Regina is the capital of Saskatchewan and is the center of wheat production. Calgary and Edmonton, the capital of Alberta, are linked to Alberta's oil and gas production and are the fastest growing cities in Canada in the 1980s.

British Columbia

British Columbia, separated from the rest of Canada by the Rocky Mountains, is rich in agricultural and industrial resources. It is well suited for orchard farming and the raising of livestock. It has the largest forest resources and also contains large deposits of minerals such as copper, iron ore, and zinc. Victoria, located on

Vancouver Island, is the provincial capital. Vancouver, Canada's third largest city is located in the southwest corner of B.C. As Canada's major western port, Vancouver exports lumber products to the eastern U.S. and Europe, wheat to China and the Soviet Union and coal to Japan.

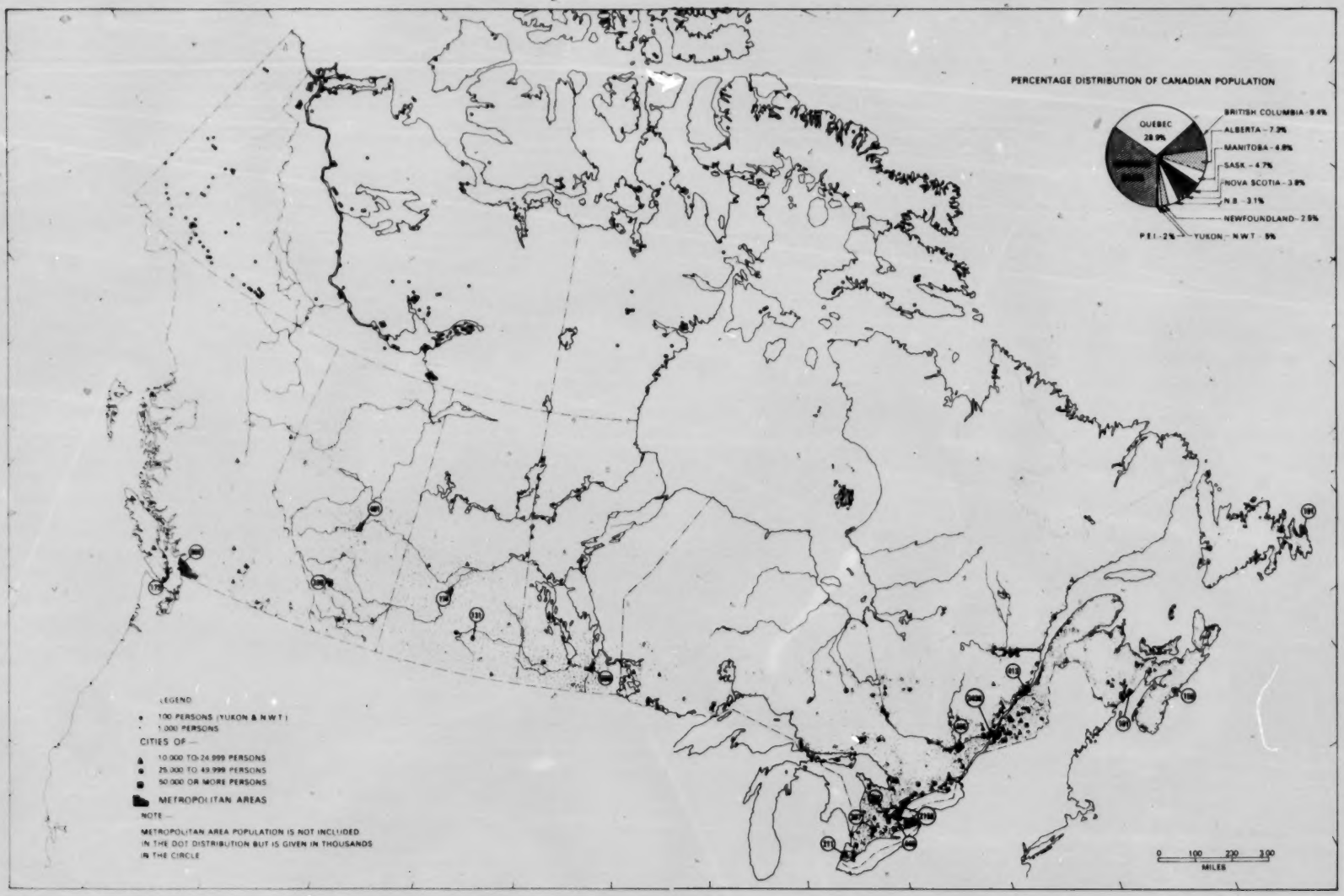
Because of the moderate climate many Canadians view the Vancouver-Victoria area as the "California of Canada."

Canada's Two Territories

In addition to the ten provinces, Canada contains an immense area in the North divided into two territories, the Northwest Territories and the Yukon. Together they contain 40% of Canada's land area, but less than half of one percent of Canada's population. The Territories are administered directly by the Canadian national government. Education, health care, law enforcement and road construction are supervised and paid for by the government in Ottawa. The single largest settlement is Whitehorse, Yukon with approximately 14,000 people. In recent years there has been extensive explorations for copper, lead, gold, natural gas and crude oil. The Arctic islands which are part of the Northwest Territories are the locations of gas and oil discoveries in the late 1970s.

Provinces and Territories
Compared with Selected States (1976)

Provinces	Population
Ontario	8,264,000
Quebec	6,234,000
British Columbia	2,467,000
Alberta	1,838,000
Manitoba	1,022,000
Saskatchewan	921,000
Nova Scotia	829,000
New Brunswick	677,000
Newfoundland	558,000
Prince Edward Island	118,000
Northwest Territories	43,000
Yukon	22,000
Selected States	
California	21,896,000
New York	17,924,000
Michigan	9,129,000
Minnesota	3,975,000
Washington	3,658,000
Oregon	2,376,000
Maine	1,085,000
Idaho	857,000
Montana	761,000
North Dakota	653,000



source: after Tomkins, Hills and Weir, Canada: A Regional Geography, 2nd ed.

DISTRIBUTION OF CANADIAN PEOPLE

ACTIVITY THREE: A LOOK AT POLITICAL CANADA

Objectives:

- To know the provinces and territories of Canada.
- To recognize similarities & differences between the Canadian and American political structure.

Materials:

Political map of Canada (page 8).

Information on "Political Regions of Canada" pp. 9-11.

Procedure:

1. Handout the political map to students.
2. Using the map ask students to:
   a. List the ten provinces.
   b. From the list, rank the provinces in order of area. List the territories of Canada.
   c. Identify the capitals of the ten provinces and the national capital.
   d. Sketch the six physical regions outlined on the physical map of Canada. Suggest some associations of physical and political regions.
3. Recently there has been discussion of making the Yukon a province. What are the major issues which a territory should consider when seeking provincial status?
4. List two differences and two similarities of Canadian and American political structure.

Notes for Teaching

This activity introduces students to the political divisions of Canada. They should use the map as a reference to learn provinces, territories, capitals, size of provinces. The ten provinces listed in order of area are:

1. Quebec	6. Manitoba
2. Ontario	7. Newfoundland
3. B.C.	8. New Brunswick
4. Alberta	9. Nova Scotia
5. Saskatchewan	10. Prince Edward Isl.

Students could identify a province that is similar in size to their state.

Making the Yukon as an 11th province has been discussed for some time. The major advantage is more local control by Yukoners. However, provincial status requires local costs of education, roads and government services be paid by local taxation, a cost that is presently paid by the federal government. Because there are only 22,000 in the Yukon, there would be high taxes for Yukoners. This issue is similar to the Puerto Rican request for statehood.

The Canadian political division has: 1.) Fewer, but generally larger, political divisions than the American system; 2.) A similar division of financial responsibilities with the U.S. For example, costs of roads and parks are shared by provincial/state and federal governments. However the costs of education are paid for by provinces.

THE PEOPLE AND THEIR HERITAGE

Canada's heritage is reflected in the range of Canadian experiences. Most Canadians live within 100 miles of the United States border, and often interact with Americans. Canadian viewpoints are influenced by this as they are by such early historical events as the conflict between French and English fur companies, the American Revolution and Loyalist migrations, and an intermingling with American settlers in western Canada. This history suggests a distinctive Canadian view of North American and world events.

Early Contacts

The first people to explore Canada were the Vikings who landed in Newfoundland in about 1000 A.D. English explorers who were the next visitors discovered the fishing banks off Newfoundland while looking for the Northwest Passage to the Orient. In 1534 Jacques Cartier of France entered the Gulf of St. Lawrence and took possession of the land of "New France" for his nation. It was the French who first settled "kanata," (Canada) an Indian term which meant "a collection of small villages." Samuel de Champlain founded the first permanent Canadian settlement in 1608 at Quebec City.

Role of Furs in Development of Canada

Many Years of Conflict

Settlement of Canada by English and French peoples led to a long period of conflict. In 1670 the English government granted the Hudson's Bay Company a monopoly on fur trading in Canada, an act which seriously hurt the French fur trade. A series of wars in the 1700s saw Canada "divided" between the French and English. The French had to surrender military control of Canada to the English following their defeat in the French and Indian War in 1763. This war saw the famous battle between the French General Montcalm and the young English General James Wolfe on the Plains of Abraham in Quebec. The French were defeated in this decisive battle opening the way for English control of Canada.

The Revolution in the 13 colonies had an important effect on Canada. Loyalists (people from the colonies who wished to remain loyal to the British King) migrated north and settled in the Nova Scotia-New Brunswick region and in the St. Lawrence Valley. The separation of America from Britain also posed a problem of security on Canada's southern border.

In order to keep the support of the conquered French Canadians, the British Parliament passed the Quebec Act of 1774 which allowed the French to keep their religion, civil law, education, and customs. Freedom of language and worship meant that the French were to remain a strong influence in the way of life in Canada. This Act was important for gaining the support of the French during the 1775 American march to Montreal in hopes of making Canada the '14th colony'. Most important, the Quebec Act made it possible for French Canadians to retain their culture and traditions. But it also created new problems of adjustment between two quite different peoples, French and English. These problems were partly solved by dividing Canada into two parts, Lower Canada (now southern Quebec) and Upper Canada (now southern Ontario). Each part was given its own legislature and legal system.

The Quebec Act however did not solve all the problems. First, French and English Canadians continued to quarrel. Second, Canadians were uneasy with the new American republic and were, in fact, attacked by the U.S. during the War of 1812. Third, dissatisfaction with economic and government policy led to rebellions in both parts of Canada in the 1830s. The Act of Union of 1840 united Upper and Lower Canada. By 1860, there was a growing desire of Canadians for a new government that would enhance trade and provide greater protection for the colonies. The American Civil War was unsettling to a

recently united Canada. A stronger political union was viewed by Canadians as the solution and in 1867 the British government passed the British North American Act (BNA). This Constitution joined Ontario, Quebec, Nova Scotia, and New Brunswick into a federal union with a strong central government in Ottawa.

The BNA Act established a political union for a country that was less than one-half its present size. Like Americans, Canadians looked West for new settlement and expanded economic opportunities. Fear that increasing American settlements in the Hudson Bay Co. territories would result in annexation of the West by the U.S. led the Canadian government to encourage immigration to populate the territories and promote agricultural production. Clashes with Indians and fur traders occurred as attempts were made to establish Canadian authority over the new land. The most serious of these was the Riel Rebellion, an event which forced the Canadian government into granting provincial status to Manitoba in 1870.

Fear of American influence also encouraged the building of a transcontinental railway to the Pacific to link the British colony of B.C. to Canada. Such a railway provided the incentive for British Columbia to join Canada in 1871.

The settlement of the West in Canada was similar to the experience in the United States with one notable exception. Bloody Indian wars and violence associated with the American frontier were not a part of Western Canadian development. In 1873 the government established the Northwest Mounted Police to protect the settlers from Indians and the Indians from the "whiskey traders" and fur traders who came from the U.S. The 'mounties' also provided law and order during the British Columbia gold rush in 1887 and later the Klondike gold rush in the Yukon. The Royal Canadian Mounted Police established order in the name of the crown and saw to it that the completion of western settlement was orderly and peaceful.

Peaceful settlement of Western Canada

ACTIVITY FOUR: A LOOK AT CANADA'S PAST

Objectives:

- To recognize important events which shaped Canadian history
- To understand how historical events influenced United States and Canada development.

Materials:

- Butcher paper, felt marking pens and information sheets, pp. 14-16.
- Any available U.S. history textbook
- Saywell, John. Canada Past & Present (if available)

Procedure:

1. Class discussion of significant events in American history. Arrange in historical order.
2. Distribute information on "The People and Their Heritage." Have students list major events of Canadian history.
3. Divide the class into four groups. On butcher paper have each group construct a timeline illustrating key events in Canadian and American history discussed above (steps 1 and 2). Construct side by side to emphasize comparison.
4. Have students write paragraphs discussing: a.) "Canada as a nation is a product of evolution, rather than revolution." How does Canada's experience differ from that of the U.S.? b.) The influence of the American Civil War on the decision to create a Canadian federal state in 1867.

Notes for Teaching

This activity is an historical comparison of Canadian and American events. Teachers can use the information as the basis for lecture or for student handouts. Construction of the timelines requires group planning of spacing, scale and way of illustrating events. It is important that the scale of the timelines be the same. Once completed the timelines should be displayed for comparison and class discussion.

Selected Canadian events that relate to United States history are:

a. British defeat of the French in 1763; its significance for the American Revolution.
b. British North America Act of 1867 granted all powers not given to the provinces to the central government, the opposite of the U.S. Constitution. No doubt the U.S. Civil War and the "states rights" question had an impact on the British North America Act.
c. Canada has never fought in a war of its own making. Even the Riel Rebellion was a relatively minor event in Canadian history. Canada's constitution emerged peacefully in 1867. Although there were civil conflicts in the 1830s Canada has never experienced a civil war.

A CULTURAL MOSAIC

The population of Canada is commonly viewed as a "cultural mosaic." This term suggests that people who come from various cultural groups are Canadians, but have been able to retain their customs and language. This is very different from the melting pot concept in the United States which stresses becoming "American" and giving up the qualities unique to one's former culture.

The majority of the Canadian people have an Anglo-Saxon or French background. Those people speaking English make up two-thirds of the population; less than one-fifth speak French only whereas over one-eighth speak both French and English. Most French Canadians live in Quebec and in the neighboring provinces of Ontario and New Brunswick. The French have long struggled to preserve their way of life, and today express strong views to retain their culture in a North American setting. In the late 1970s, the provincial government of Quebec indicated a desire to form a separate "Quebec" within Canada to protect French culture in Canada. The government planned to conduct a referendum to ask the people of Quebec whether the province should remain a part of Canada or seek independence.

Examples of the growth and quality of French and English are evident in the bilingual national capital area, the national television and radio networks, and in the Official Language Act. In addition, the federal government passed a law insuring minority language rights in all provinces.

The "cultural mosaic" is not just a division between English and French speaking Canadians. Canada contains significant numbers of Germans, Italians and Ukrainians. In addition, people who trace their ancestry to Greece, Poland, China, Japan and India each form a group of more than 100,000 Canadians. Various cultural agencies

Population by Ethnic Groups

	Population	Per Cent
British Isles	9,624,115	44.6
French	6,180,120	28.7
German	1,317,200	6.1
Italian	730,820	3.4
Ukrainian	580,660	2.7
Netherlands	425,945	2.0
Polish	316,425	1.5
Asiatic	285,540	1.3
Native Indian	295,215	1.4
Other	1,912,270	8.3
Total	21,568,310	100.0

Source: Yearbook of Canada 1977-78

within the Canadian government seek to help in the preservation of cultural ties. For example, the National Film Board has produced a series of films on the history, culture, and lifestyles of various ethnic groups in Canada.

Today Canada's large cities keep this mosaic alive by encouraging ethnic groups to retain their cultural and language practices. As a result, Toronto is noted for its Italian community, Edmonton for its Ukrainian people and Vancouver for its 'Chinatown'.

The cultural mosaic also refers to the native people, the Indians and Inuits (Eskimos) who make up one percent of the population. Indians number about 290,000 and the Inuits about 20,000.

Today many Native-people groups express strong views concerning control of their fishing practices and settlement of their land claims. Action against hydro developments in Quebec and the pending gas pipeline from Alaska illustrate the new position. Also in the late 1970s the Inuits prepared a working paper on their own form of government which would take precedence over the federal government regulations concerning hunting and fishing in the Arctic.

Major Cities of Canada

Canada is a nation of city dwellers with most of the area sparsely populated. Today most Canadians live in the urban areas of the interior lowlands of the Great Lakes-St. Lawrence River region. Seven of Canada's 15 largest cities are found in Ontario alone. In 1978 Toronto overtook Montreal as Canada's largest city. Montreal is the world's second largest French-speaking city. The city was the home of the World's Fair, "Expo 67", and 1976 Olympic games. Greater Toronto, with a population of over two million, has a rapid rate of economic and population growth. The city is the provincial capital, the financial hub of Canada, and a major Canadian transportation center.

Vancouver, B.C. is Canada's third largest city with over a million inhabitants. This Pacific coast city, which began as a logging camp, has a history similar to that of Seattle. It is the second port (behind Montreal) and is a center of western Canadian trade.

Vancouver is followed in population by Ottawa-Hull, the capital region of Canada; Winnipeg, the gateway to the west; Edmonton, the entrance to the north. It is suggested that by the year 2,000 two out of three Canadians will live in cities over half a million in population.

Ten Largest Metropolitan Area
Canadian and U.S. Cities (1976)

Canadian Cities	Population
Toronto, Ontario	2,803,000
Montreal, Quebec	2,802,000
Vancouver, B.C.	1,166,000
Ottawa-Hull, Ont./Que.	693,000
Winnipeg, Manitoba	578,000
Edmonton, Alberta	564,000
Quebec City, Quebec	542,000
Hamilton, Ontario	529,000
Calgary, Alberta	470,000
Kitchner, Ontario	272,000

U.S. Cities	
New York City, New York	9,509,000
Los Angeles, California	6,997,000
Chicago, Illinois	6,993,000
Philadelphia, PA.	4,803,000
Detroit, Michigan	4,406,000
San Francisco, CA.	3,158,000
Washington, D.C.	3,037,000
Boston, Massachusetts	2,862,000
Nassau-Suffolk, New York	2,667,000
Dallas, Texas	2,611,000

Sources: Canada Facts, 1978-79 ed.

Statistical Abstract of the U.S., 1978

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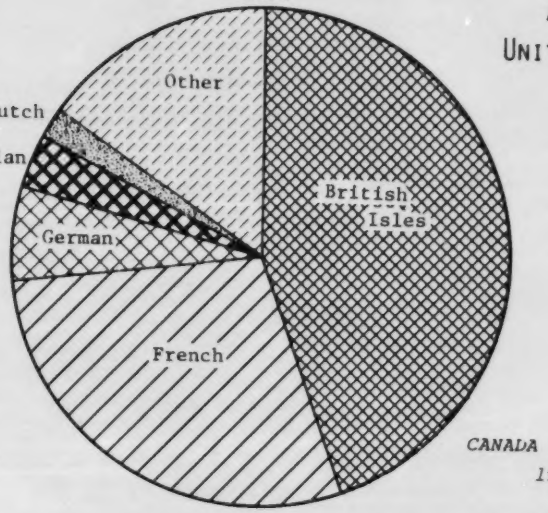
ETHNIC ORIGIN

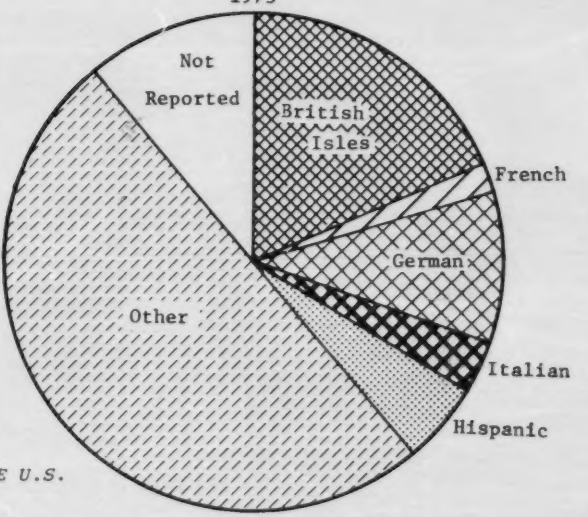
CANADA AND THE UNITED STATES

CANADA
21.6 million
1971



CANADA YEARBOOK
1978

UNITED STATES
206.3 million
1973



STATISTICAL ABSTRACT OF THE U.S.
1978

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ACTIVITY FIVE: AN EXAMINATION OF THE CULTURAL MOSAIC

Objectives:

- To know where most Canadians live.
- To recognize the significance of a culturally diverse population to Canada.

Materials:

- Political map (Cities & Provinces map)
- Information - "Canadian Population: A Cultural Mosaic", pp. 18-20.

Procedure:

1. Distribute the map of Canada to each student. Have students measure a line 100 miles north of the U.S. border. Highlight cities located within the area. Shade area where most French speaking people live. Compare Canadian and U.S. population distributions.
2. List the population of the Canadian provinces and territories on blackboard. Have students prepare a bar graph of provincial populations and compare provinces. Name a province similar to your state in population.
3. With two or more groups, have the class debate the pros and cons of a 'cultural mosaic' nation. As a follow-up have a discussion or written assignment on policies which would favor or eliminate cultural diversity.

Notes for Teaching

The intent is to have students understand the distribution of Canadian people and the ethnic composition. Map and graph work help gain a sense of distribution. The major point is that most people live in a cross-country band approximately 100 miles from the United States border.

The debate and follow-up activities highlight issues associated with culturally diverse countries. The following are often viewed as advantages:

1. Creates a more interesting group of people and cultural environment, e.g. food, architecture, art and music.
2. Widens viewpoints and tolerance.
3. Maintains one's ties with cultural origins.

The following are often viewed as disadvantages:

1. Creates cultural conflict.
2. Promotes political instability.
3. Requires high costs for maintaining cultural indentity.

The follow-up questions are intended to stimulate class discussion regarding aspects of society considered as important by an individual. Consequently, the advantages and disadvantages may be viewed differently. Attention should be drawn to the commentator and his personal viewpoint (Chief Dan George vs. Vincent Massey), thereby making possible a deeper and more critical look from their particular vantage point.

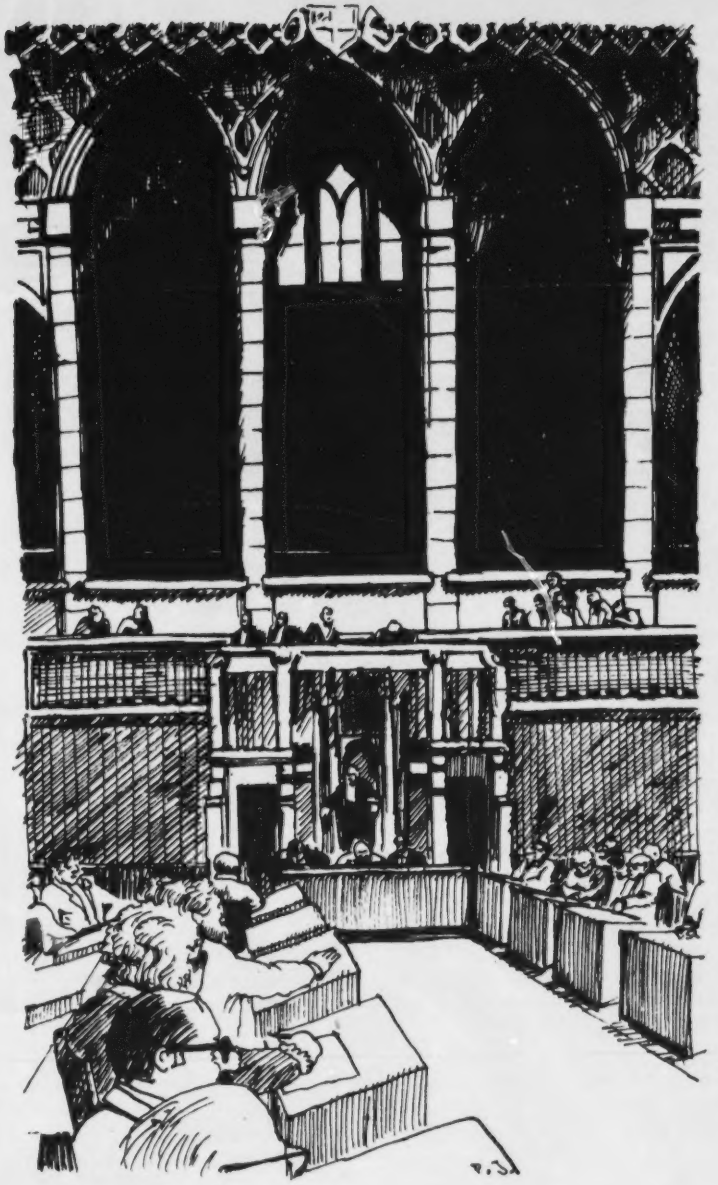
PARLIAMENTARY GOVERNMENT IN CANADA

A "Fusion" of Power

Canada has a parliamentary system which means the executive and legislative branches of government are "fused" or combined into one. Patterned on the British system, the Prime Minister and his appointed cabinet make up the executive arm of government. As the executive body, they must be elected to the legislature called the House of Commons. This fusion of power is the major difference from the United States government which is based on a separation of the powers of the executive and legislative branches.

The Prime Minister - The Real Executive Power

The Prime Minister has the real executive power in Canada. He is not elected by the people at large, but rather elected from his local district called a 'riding'. He becomes Prime Minister by being leader of the party with the largest number of elected seats in the House of Commons. The Prime Minister chooses approximately 30 elected individuals from his party to serve as ministers in his cabinet. Each Minister heads a government department such as External Affairs, Finance, Employment and Immigration, and Defence. Most government legislation begins with the Prime Minister and his Cabinet.



The Canadian Governor General -

The Formal Executive Power

Formal executive power is vested in the British monarch, whose authority is delegated to his or her representative in Canada--the Governor General. He is appointed upon the Prime Minister's recommendation. Historically, the Governor General had the power to dismiss Parliament and veto its acts. Although this power still formally exists, in practice the power is never exercised. No parliament in recent Canadian history has been dismissed without the recommendation of the Prime Minister. Thus, the Governor General has little real power. Instead he performs the ceremonial duties associated with being chief of state. Usually the position goes to a person at the end of a long political career.

The House of Commons -

The Lower House but Greater Power

The House of Commons is the supreme political institution in Canada. It is the dominant body in the two-house (bicameral) parliament. The House of Commons consists of 282 elected members. Included in the House are the Prime Minister, members of his cabinet, other members of his party and members of opposing parties. Virtually all bills originate in the House of Commons. Cabinet ministers begin most legislation.

The Opposition

The party in the House of Commons with the second highest number of seats forms the Official Opposition, which sits directly opposite the Prime Minister's party in the chamber. The leader of the Official Opposition is a paid position and appoints a "shadow cabinet" who are ready to take over control of government if the Prime Minister and his party are defeated in the House or in a new election. The Opposition's principal role is to criticize the governing party through debate and questioning of government ministers. The opposition role is best highlighted by the "Question Period." Each day Parliament is in session the agenda begins with a question period in which the Opposition has the chance to ask the Prime Minister and his cabinet questions about current political events. This question period is televised live to Canadians by the Canadian Broadcasting Corporation (CBC).

When Are Elections Held?

Members of the House of Commons must stand for election at least every five years. But elections can be and often are held much sooner. If a major piece of legislation proposed by the Prime Minister and his Cabinet is defeated in the House of Commons, he ordinarily resigns, dissolves

parliament and calls a new election. Such a vote represents "no confidence" in the Prime Minister and the governing party. If the House passes a "vote of no confidence", the Prime Minister also is obligated to formally call for a new election. This loss of confidence is taken to mean that the Prime Minister has lost the support of the House and therefore can no longer effectively exercise leadership over the nation.

The Canadian Senate -

The Upper House but Less Power

True legislative power resides in the House of Commons. The Canadian Senate serves mainly as a place to discuss proposed laws, and almost always approves whatever the House of Commons passes. It does not have anything like the power of the United States Senate. The 104 member Senate was originally established as a check on the House of Commons. Although it can delay legislation passed by the House for up to one year, it rarely exercises this power. The Senate's powers are limited in two basic ways. First, it cannot initiate legislation dealing with finances and taxes. Second, it has no control over the Prime Minister and the politically powerful House of Commons. Senators are appointed by the Prime Minister and hold office until age 75. Today the Senate primarily conducts investigations and makes recommendations through its committees.

Political Parties

Like the United States, political parties are a central feature in Canadian government. Parties make possible organized government action on policies as well as organized criticisms of the government by the opposition. They also make possible orderly transfer of power from one government to another. The two major national parties, Liberals and Progressive Conservative, emerged in their present form after 1867. Many believe that the Liberals can be compared to the United States Democratic Party and Progressive Conservatives to the Republican Party. In fact one should not take such comparisons too far. For example, when the Progressive Conservatives are elected to office, they do not eliminate national health insurance, or the national oil company (Petro-Canada) or the nationalized railroad and airline. In fact, it was the Conservatives who set up the government-run Canadian Broadcasting Corporation (CBC) and Canadian National Railway (CNR). In general the Liberals favor a strong central government, while the Conservatives advocate a larger voice for the provinces in Canada's government. There is a great deal of overlap in their positions. Every Canadian government up to now has

been formed by one or the other of these parties, or a combination of both.

The New Democratic Party (NDP) dates back to 1933 when farmers, labor and socialist groups organized the Cooperative Commonwealth Federation and elected members to parliament. The NDP is a democratic socialist party. It favors increased government spending in the areas of insurance, welfare payments, and employment programs.

In addition to the three main national parties other parties are major forces in the provinces. The Social Credit Party has been the major governing force in British Columbia since 1952. Similarly, it dominated Alberta politics from 1935-1970. In Quebec, the Parti Québécois (which advocates separatism) came to power in 1976.

Federal and Provincial Powers

Canada's government like the United States is a federal system. There is a division of power between a federal government and ten provincial governments. The federal Parliament is the only body which can make laws for all of Canada. Canada's ten provinces have governments modeled on that of the federal government. Each province is led by a Premier who is the leader of the party with the largest number of seats in the provincial legislature. The provinces have control over natural resources, taxation within the province, health care, civil and criminal courts, and education. The federal government is responsible for postal service, inter-provincial commerce, social security, immigration and defense. Some provinces like Alberta, British Columbia, and Ontario are wealthier and contribute more in federal taxes than they receive in payments from the federal government. A kind of Robin Hood system transfers money from the wealthier provinces to the poorer provinces. Such payments are called "equalization payments." One of the major political issues in Canada today is the relationship between the provinces and the federal government.

The Judiciary

The judiciary consists of federal and provincial courts. Provincial courts deal with both civil and criminal matters. Federal courts include a Supreme Court of nine appointed members, who have legal backgrounds. It is the highest court of appeal from lower courts, the Supreme Court issues advisory opinions upon request to the federal government. An important difference between the Canadian and the United States Supreme Court is that the Canadian high court does not have the power of judicial review, meaning it cannot invalidate acts of the legislature and executive which are not in accord with the Constitution.

"SEPARATION OF POWERS"
(American National Government)

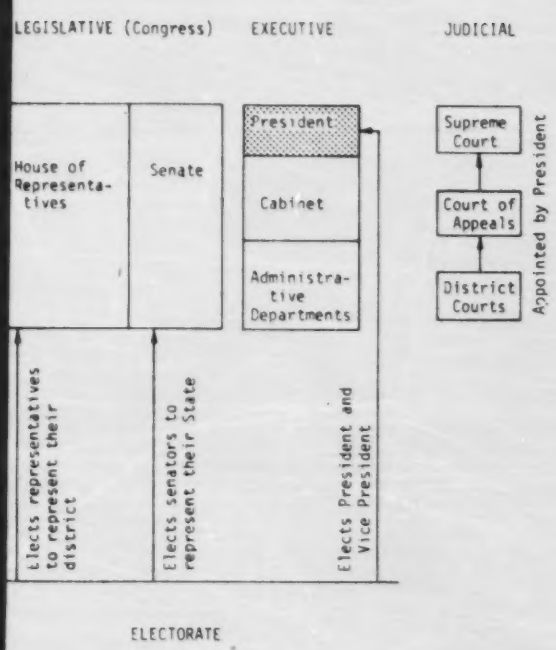


Figure 1

"FUSION OF POWERS"
(Canadian National Government)

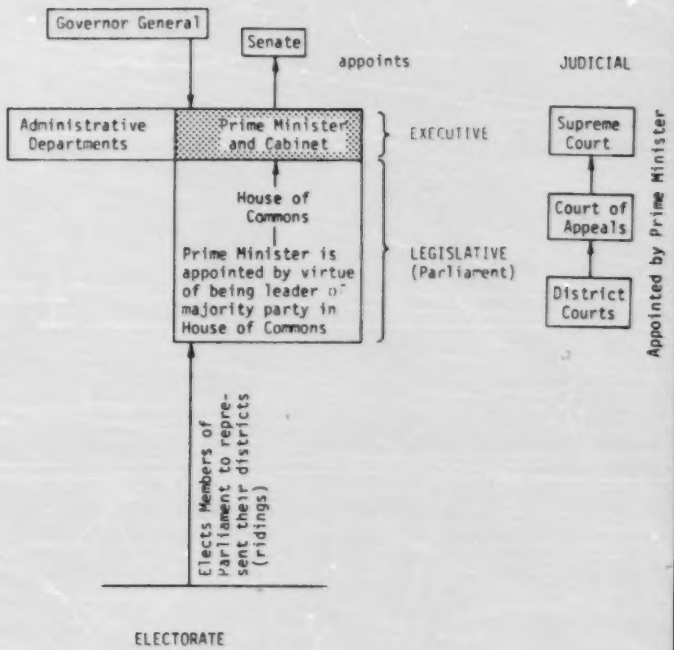


Figure 2

ACTIVITY SIX: A COMPARISON OF CANADIAN AND U.S. GOVERNMENTS

Objective:

- To compare governmental organization of the United States to Canada.
- To realize the strengths and weaknesses of the two governmental systems.

Materials:

- Information on "Parliamentary Government in Canada & fig. 1 & 2; marking pens; butcher paper

Procedure:

1. Distribute to students figure 1, "Separation of Powers." Discuss the concept of separation of powers.
2. Distribute information, "Parliamentary Government in Canada" and figure 2, "Fusion of Powers." Discuss the concept of fusion of powers.
3. Divide class into small groups. Distribute butcher paper and marking pens. Ask students to make a chart illustrating the advantages and disadvantages of American and Canadian governments. Allow time for group discussion. Display group diagrams and compare to each other.
4. From the Student charts, list the three major advantages and disadvantages of each form of government. Have a class vote. Discuss:
   a. Reasons for the decision.
   b. From whose point of view the advantage and disadvantages are being identified.

Notes for Teaching

The concept of "separation of power" represents a built in government check on itself. The concept of "fusion of power" concentrates power by combining the legislative and executive branches into one.

	American Government	Canadian Government
Advantages	1.) Prevents power from being concentrated in one branch. 2.) Provides more opportunities for input by citizens & lobbyists to legislative & executive authorities. 3.) Gives individual legislators more power in making public policy (e.g. committee system, lack of firm party discipline). 4.) Allows legislative minorities more chance to influence legislation.	1.) Makes government more effective since executive & legislative branches automatically work together. 2.) Change of government can occur whenever Prime Minister & Cabinet fail to retain the support of the House of Commons. 3.) Accountability is well defined since power & responsibility is clearly known.
Disadvantages	1.) Executive & legislative branches may be of different parties. 2.) Judicial review may place too much power in the judiciary. 3.) Power in government is diffused & often results in committee chairmen, presidential cronies, etc. being too powerful.	1.) Concentration of power in Prime Minister & cabinet can lead to "cabinet dictatorship." 2.) Non-cabinet members in parliament have too little power. 3.) Members of House of Commons do not have to live in "riding" where elected. 4.) The position of Governor General & the Senate seem unnecessary

APPENDIX

Activity A: Points of View.

Activity B: Words of Canada.

Activity C: Overview Test Questions.

ACTIVITY A: POINTS OF VIEW

Objectives:

- To realize the differing points of view that exist about Canada.
- To suggest reasons why differing views of Canada exist.

Materials:

- Information on five different points of view of Canada.

Procedure:

1. Distribute information on 'Points of View' to each student.
2. Have students read some or all of the views and do the following.
   a. Underline key words that illustrate the view.
   b. Identify if it is a Canadian or American viewpoint.
   c. Identify the context or situation in which the view is expressed.
3. Discuss with the class the question, "Why are there differing views of Canada?"
4. Have students write their own point of view.

Notes for Teaching

This open-ended activity allows students and teachers to examine some American and Canadian views of Canada. The source of each viewpoint is listed:

First View of Canada: from an editorial in Christian Science Monitor, April 3, 1973 based on a visit.

Second View of Canada: from On Being a Canadian. Vincent Massey, 1948. (V. Massey was the first Canadian-born Governor-General of Canada.)

Third View of Canada: from Dan George, Chief of Coast Salish Indians, speech to a crowd of 30,000 at Empire Stadium, Vancouver, on Dominion Day, July 1 1967--Canada's 100th birthday. Dan George has become a spokesperson for native people and a Hollywood actor.

Fourth View of Canada: from a New York Times editorial at the time of the Parti Québécois electoral victory in Quebec and Trudeau's visit to Washington, February, 1977.

Fifth View of Canada: from a letter to the newspaper editor, July 14, 1979, Victoria Colonist, Victoria, B.C. The writer is going home to England.

Students can write their own view:

1. as a written assignment following discussion of the viewpoint.
2. as an expression of views before and after a unit of Canada.
3. as a follow-up to Brainstorm Canada and then compare with the five viewpoints.

First View of Canada

"As one crosses the border from the United States into Canada there is an immense sense of order and gentility.

The Air Canada girls seem to lack the plastic smile of the U.S. air hostess. Their rosy-cheeked welcome smacks of the genuine and though they all may be recruited from the cluttered suburbs of Toronto, it is pleasant to imagine that they have about them the innocence of the prairie provinces or the unspoiled freshness of British Columbia.

Meanwhile, over a midwinter setting that looks like Arctic tundra, there presides a Parliament in a splendidly spired building of stony medieval splendor, and replete with maces and bewigged Speakers and all the stability-inspiring trappings of Westminister.

Add to all this a civil service of tweedy self-confidence, selected on the basis of ability rather than political fealty, and thus not subject to every whim, hiccup, and sneeze of an incumbent prime minister, and one might imagine Canada to be a country of relative political tranquility."

Second View of Canada

"It has been said that Canada is a patch-work of imported ideas -- French, English, Scottish or American; that we possess little or nothing which cannot be found elsewhere. There are Canadian customs, if we choose to find them; Canadian things which are very much our own, suggesting this country and no other. It is perhaps not too juvenile to try to make a list of some of these -- a catalogue of 'Canadiana' to form a composite picture. What might be included? A constable of the Royal Canadian Mounted Police -- and Canada has no better symbol; a sheaf of Marquis wheat; a Canadian landscape painting; a beaver-pelt; a silvered church spire in French Canada; a bar of nickel; a bush-pilot; a pair of moccasins; the Wolfe-Montcalm monument at Quebec; a tube of insulin; a totem pole; a caleche; a cake of maple sugar; a Hudson's Bay blanket; the song 'Alouette'; a hockey stick; the Canadian Boat Song; a pair of snow-shoes; a roll of birchbark; a silver fox; a canoe; a Canada goose; a grain elevator; a lacrosse stick; a boom of logs; a buffalo; the Quebec Citadel; a maple tree; the opening of Parliament in winter."

A Third View of Canada

"Today, when you celebrate your hundred years, oh Canada, I am sad for all the Indian people throughout the land. For I have known you when your forests were mine; when they gave me my meat and my clothing. I have known you in your streams and rivers where your fish flashed and danced in the sun, where the waters said, 'Come and eat of my abundance.' I have known you in the freedom of your winds. And my spirit, like the winds once roamed your good lands.

But in the long hundred years since the white man came, I have seen my freedom disappear like the salmon going mysteriously out to sea. The white man's strange customs which I could not understand, pressed down upon me until could no longer breathe.

When I fought to protect my land and my home, I was called a savage. When I neither understood nor welcomed this way of life, I was called lazy. When I tried to rule my people, I was stripped of my authority.

My nation was ignored in your history textbooks--they were little more important in the history of Canada than the buffalo that ranged the plains. I was ridiculed in your plays and motion pictures and when I drank your firewater, I got drunk, very, very drunk and I forgot.

O Canada, how can I celebrate with you this centenary, this hundred years? Shall I thank you for the reserves that are left me of my beautiful forests? For the canned fish of my rivers? For the loss of my pride and authority, even among my own people? For the lack of my will to fight back? No. I must forget what is past and gone."

A Fourth View of Canada

"A country named Canada, which the United States is accustomed to see stretching calmly and amicably along its northern border, is currently in a most peculiar state. It is not completely sure if it is going to be a country anymore."

A Fifth View of Canada

"To say that I am appalled at the prevailing mood of dissatisfaction evident in most walks of life in Canada, is to put it mildly. Here in this great country confederated in a spirit of unity and with the hopes of mutual trust and respect between each individual province and a federal government, we find ourselves in a position of constant bickering and small-minded jealousies between the eastern and western provinces, and sometimes almost a state of war with our federal government.

When one looks at the vast resources of this land of ours, not unlimited it is true, but nevertheless compared to almost every other country in a most favorable position, one wonders why the discontent and pessimism prevails. Our labor troubles are boundless, strikes are always with us, which is outrageous to put it mildly, when one studies the wage scales prevalent. A recent survey in the paper indicated that in almost every instance the wage scale of all Canadians in general, and British Columbians in particular, in the building trades was at least $1 to $2 per hour better than those of the U.S. It is unfortunately evident that the majority of the workers are both bovine and sheeplike, lacking the moral courage to stand firm against their union leaders. This new profession of modern life, which is a career in itself, as is a lawyer or any actuary, can only hope to hold their jobs by more and more exorbitant demands.

However, the fault, in my opinion lies deeper, and is the result of a succession of weak and effete governments. Land and buildings are the stablizers of our economy. The highlight of most men's lives is a piece of land and a house to live in. The governments years ago should have effected suitable legislation to hold these ludicrous prices in check. The lack of this fact is one of the prime reasons of inflation, but like the onion there are even more skins to peel. In this modern world of ours even inflation and unemployment are parochial affairs compared to real problems of population growth, pollution, a third poverty-stricken world and an ever decreasing supply of essential materials."

Puzzle A

C E B E U Z T A B C R O L D
O I R A T N O T N O R O T N
D O B C D E F M O S A I C A
N T C E L G K A P R Q L M B
A T U Q E T C D E A Y Y M A
L A L V I B I L I N G U A L
D W T B H Q L L T T U K X A
N A U T S I O V E B N O P I
U P R F D S A V N C Q N A R
Q U E R B K T J T N B B A O
F M O M S T R J H N H P Z T
W C B C A L I F O R N I A C
E Z E G N O N A H H S T I I
N D A T R E B L A E N U K V
E Y P A N C L E P A S S P O

Procedure:

Locate in the above word puzzle the following. Draw a circle around the correct answer. Take note, answers may be lettered backwards (i.e. ADANAC is really CANADA) or, answers may also be lettered vertically, horizontally, or diagonally.

1. Largest Canadian Province in area.
2. Largest Canadian Province in population.
3. Largest Canadian city in population.
4. Largest physical region.
5. Shared Canadian customs and experience.
6. Western Canadian customs and experience.
7. Two official languages.
8. Canada's multi-ethnic society.
9. Canada's population as compared to the U.S.
10. State population that is closest to Canada's.
11. Capital of British Columbia.
12. Capital of Newfoundland.
13. Federal capital of Canada.
14. Abbreviation for Canada's smallest province.
15. Last province to enter confederation.
16. Abbreviation for the western-most province.
17. Province of Calgary Stampede.
18. Northern political unit.

Puzzle B

S E C U M E N E C O V A N I
C O O T E R P E I A R A B N
I F R E N C H R A E E C L T
A O D N R R A O G O G A A S
S O I T T S O I T O I N C K
O I L H N A S T N A N A K C
M A L O N A O U Q I A D S A
S H E I L D B A A B C A A L
E C R U S S I A R C B E S B
C E A B N U E I E R N A K O
O B N O Q B T R U D E A U N
N B R I T I S H I E L D C A
D U A S S I M I L A T I O N
Y Q I H x L A U G N I L I B
C X L A I N R O F I L A C T
A R C H I P E L A G O U O Y

Procedure:

Locate in the above word puzzle the following. Draw a circle around the correct answer. Take note, answers may be lettered backwards (i.e. ADANAC is really CANADA) or, answers may also be lettered vertically, horizontally, or diagonally.

1. (Two parts) Two major ethnic groups in Canada.
2. Size ranking of Canada in size.
3. Largest country in world.
4. Canadian _____, geographical region.
5. Mountainous region along West coast.
6. Cultural _____of people.
7. Two or more languages spoken.
8. Former Prime Minister of Canada.
9. Country to the North of the U.S.
10. One culture totally engulfed by another.
11. Capital of Saskatchewan.
12. Canada has approx. ___million French Canadians.
13. Group of islands.
14. River flowing from Lake Winnipeg into U.S.
15. This racial group comprises 11% of the U.S. population and less than 1% of Canada's population.
16. The prairies have cold winters and _____summers.
17. Resources of Canada, also of Texas.

Notes for Teaching - Puzzle A

A puzzle game helps students learn important words and terms about Canada.

Answers to the game are found below.

1. Quebec
2. Ontario
3. Toronto
4. Shield
5. Culture
6. Cordillera
7. Bilingual
8. Mosaic
9. Tenth
10. California
11. Victoria
12. St. Johns
13. Ottawa
14. P.E.I.
15. Newfoundland
16. B.C.
17. Alberta
18. Yukon

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Notes for Teaching - Puzzle B

A puzzle game helps students learn important words and terms about Canada.

Answers to the game are found below.

1. French, British
2. Second
3. USSR, Russia
4. Shield
5. Cordilleran
6. Mosaic
7. Bilingual
8. Trudeau
9. Canada
10. Assimilation
11. Regina
12. Six
13. Archipelago
14. Red
15. Blacks
16. Hot
17. Oil

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ACTIVITY B: CANADIAN TERMS

Objectives

To review key Canadian terms.

Materials

Canadian Word Puzzles A and B; Atlas illustrating Canada (if available).

Procedure:

1. Have each student complete Puzzle A. Have students work independently for ten minutes. For an additional five to ten minutes have pairs of students complete the puzzle. Discuss answers in class.
2. Have each student complete Puzzle B.

Notes for Teaching

The intent is to review Canadian terms students have encountered in their reading, maps, travel, T.V., etc. The activity can be used to find out how much students know before or after Activities One to Four.

The puzzles could be used by individuals or by groups of students as a contest.

Answers to Puzzle A and Puzzle B are found on page 34.

ACTIVITY C: OVERVIEW TEST QUESTIONS

1. Canada's world rank in terms of land area is:
   a. first
   b. second
   c. fifth
   d. tenth

2. The mountainous region of Canada which stretches from the Gulf of St. Lawrence to the Gulf of Mexico is known as:
   a. the Cordilleran region
   b. Canadian Shield
   c. Canadian Plains
   d. Appalachian region

3. The geographical division in Canada most like the Great Plains of the U.S. and known for its agriculture is:
   a. Appalachian region
   b. Canadian Shield
   c. Canadian Plains
   d. Cordilleran region

4. British Columbia is separated from the rest of Canada by:
   a. Rocky Mountains
   b. Canadian Plains
   c. Arctic Islands
   d. Appalachian Mountains

5. The 2000 mile waterway which carries more traffic than the Suez and Panama Canals combined is:
   a. Great Lakes
   b. St. Lawrence Seaway
   c. Strait of Juan de Fuca
   d. Montreal Ship Canal

6. The Atlantic provinces include all the following EXCEPT:
   a. Newfoundland
   b. Nova Scotia
   c. Quebec
   d. Prince Edward Island

7. Canada's largest province in terms of land area is:
   a. Quebec
   b. Ontario
   c. Alberta
   d. British Columbia

8. Canada's largest province in terms of population is:
   a. Quebec
   b. Ontario
   c. Nova Scotia
   d. British Columbia

9. Quebec province contains the world's second largest French speaking city, which is:
   a. Toronto
   b. Quebec City
   c. Montreal
   d. Halifax

10. Canada's largest city in terms of population is:
    a. [illegible]
    b. Toronto
    c. Vancouver, B.C.
    d. Victoria, B.C.

11. Most of Canada's agriculture is found in:
    a. Ontario and Quebec
    b. Prairie provinces
    c. British Columbia
    d. Atlantic provinces

12. Alberta's Athabasca Tar Sands contain large deposits of:
    a. nickel
    b. oil
    c. potash
    d. gold

13. Saskatchewan has the world's largest deposits of a key ingredient in fertilizer which is:
    a. potash
    b. nitrogen
    c. oil
    d. coal

14. Most Canadians live:
    a. within 100 miles of the U.S.-Canadian border
    b. in the Province of Ontario
    c. in the Prairie provinces
    d. in northern Canada

15. Canada's culture differs from the U.S. in that various cultural groups have been encouraged to keep their unique characteristics. This is known as:
    a. melting pot
    b. cultural mosaic
    c. assimilation
    d. bilingualism

16. The majority of people in Canada are:
    a. French speaking
    b. English speaking
    c. native Canadians (Indians and Eskimos)
    d. immigrants from the United States

17. The first people to arrive in Canada were:
    a. the Spanish
    b. French
    c. English
    d. Indians and Eskimos

18. Canada's third largest city and second leading port is:
    a. Vancouver, B.C.
    b. Victoria, B.C.
    c. Toronto
    d. Halifax

19. Canada's political system is a parliamentary democracy which means that:
    a. The executive and legislative branches are combined.
    b. The legislature has only one house.
    c. the Queen of England is the real power in Canada.
    d. Canada is controlled by Great Britain in matters of defense and foreign affairs.

20. Most legislation in Canada is initiated by:
    a. members of the Opposition in the House of Commons.
    b. the Senate.
    c. The Governor General.
    d. the Prime Minister and his Cabinet.

21. A major difference between Canada's Prime Minister and the U.S. President is:
    a. the Canadian Prime Minister is not elected by the people at large.
    b. the Canadian Prime Minister must serve for five years.
    c. The Canadian Prime Minister cannot run for re-election.
    d. the Canadian Prime Minister must be at least 50 years old.

22. The center of political power in the Canadian system is:
    a. the Senate.
    b. the Governor General.
    c. the Queen of England.
    d. the House of Commons.

23. Most of the members of Canada's House of Commons come from:
    a. Atlantic provinces.
    b. Prairie provinces.
    c. British Columbia and Ontario.
    d. Ontario and Quebec.

ACTIVITY C: OVERVIEW TEST ANSWERS

1. b
2. d
3. c
4. a
5. b
6. c
7. a
8. b
9. c
10. b
11. b
12. b
13. a
14. a
15. b
16. b
17. d
18. a
19. a
20. d
21. a
22. d
23. d

Notes for Teaching

The Overview Test may be used as a pretest and/or post test.